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ABSTRACT

This collection of papers presents essays by German scholars and practitioners writing from within the German Didaktik tradition and interpretive essays by U.S. scholars. After an introduction, "Starting a Dialogue: A Beginning Conversation between Didaktik and the Curriculum Traditions" (Stefan Hopmann and Kurt Riquarts), there are 18 chapters in 4 parts. Part 1, "Didaktik as a Reflective Practice," includes: (1) "Teaching as a Reflective Practice: What Might Didaktik Teach Curriculum?" (Ian Westbury); and (2) "German Didaktik: Models of Re-Presentation, of Intercourse, and of Experience" (Rudolf Kunzli). Part 2, "Bildung: Didaktik's Central Idea," includes: (3) "Theory of Bildung" (Wilhelm von Humboldt); (4) "On Wilhelm von Humboldt's Theory of Bildung" (Christopher Luth); and (5) "The Significance of Classical Theories of Bildung for a Contemporary Concept of Allgemeinbildung" (Wolfgang Klafki). Part 3, "Sources from the Didaktik Tradition," includes: (6) "Didaktik as a Theory of Education" (Erich Weniger); (7) "The Art of Lesson Preparation" (Heinrich Roth); (8) "Didaktik Analysis as the Core of Preparation of Instruction" (Wolfgang Klafki); (9) "Teaching to Understand: On the Concept of the Exemplary in Teaching" (Martin Wagenschein); and (10) "Content: Still in Question" (Peter Menck). Part 4, "Didaktik as Praxis," includes: (11) "Klafki's Model of Didaktik Analysis and Lesson Planning in Teacher Education" (Stefan Hopmann); (12) "Levels of

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Classroom Preparation" (Gotthilf Gerhard Hiller); (13) "Oral and Written Communication for Promoting Mathematical Understanding: Teaching Examples from Grade 3" (Christiane Senn-Fennell); (14) "Reflecting as a Didaktik Construction: Speaking about Mathematics in the Mathematics Classroom" (Michael Neubrand); (15) "Aspects of Simplification in Mathematics Teaching" (Arnold Kirsch); (16) "The Law of Free Fall as an 'Exemplary Theme' for the Mathematicizability of Certain Natural Processes" (Martin Wagenschein); (17) "Open Experimenting: A Framework for Structuring Science Teaching and Learning" (Peter Reinhold); and (18) "Klafki's Didaktik Analysis as a Conceptual Framework for Research on Teaching" (Sigrun Gudmundsdottir, Anne Reinertsen, and Nils P. Nordtomme). (SM)

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